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ABSTRACT

Intended for the use of the reading teacher and principal in the local school in setting up the program for the reading teacher in the school, this document presents guidelines for the current functioning of the program, describes the developing role of the reading teacher, and details steps that must be taken on a county level and building level to implement this role. The contents include: "Organization," which discusses the basic premises which should determine the structure of a reading program, the changing role of the reading teacher, implementing the change of role, and transitional guides for the reading teacher; "Procedures for Entrance into the Program," which presents suggestions to the teacher for identification of reading difficulties, referral procedures for corrective reading in elementary and junior high schools, testing by corrective reading teachers, and deciding on placement; "Skills to Be Developed in Corrective Reading," which discusses improvement of self-concept and attitude and contains an outline of reading skills with suggested teaching activities; "Dismissal and Followup," which discusses criteria for dismissal, procedure for dismissal, and criteria for followup; and "Records and Reports," which presents examples of reporting to parents, a report for the cumulative record, and a record of instruction. (WR)

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BOARD OF EDUCATION OF BALTIMORE COUNTY

A GUIDE TO THE ROLE OF

THE READING TEACHER

ELEMENTARY AND SECONDARY SCHOOLS

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1970

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FOREWORD

The bulletin A Guide to the Role of the Reading Teacher, Elementary and Secondary Schools, is a revision of the publication completed in 1969 entitled Proposed Revision of A Guide to Teaching Corrective Reading in Baltimore County. Several committees as well as many individual principals, vice-principals, teachers, and supervisors have contributed suggestions which have been incorporated into this present statement defining the role of the reading teacher in the schools of Baltimore County.

Baltimore County was a pioneer in setting up an organized corrective reading program. Started in 1958, the program has expanded both on the elementary and on the secondary level. In 1963 guidelines for the program were formulated. The rapid growth of the school system and of the reading program itself has rendered these guidelines inadequate. A need for a new statement outlining the structure and function of the corrective reading program has been expressed by teachers, principals, and supervisors.

In the last several years there has been tremendous interest both nationwide and in our county in the problem of reading instruction. Several committees have been active on the county level and have made or are in the process of making recommendations for changes in the structure of the reading program. Many of these recommendations support the trend toward having the reading teacher serve as a resource person to the faculty as well as helping to meet the need for both corrective and remedial reading instruction. This direction and other current thinking are reflected in the revised Guide.

The Guide is intended for the use of the reading teacher and principal in the local school in setting up the program for the reading teacher in the school. It presents guidelines for the current functioning of the program, describes the developing role of the reading teacher, and details steps that must be taken on a county level and building level to implement this role.

August, 1970

Joshua R. Wheeler
Superintendent

Acknowledgments

The present guide was a joint endeavor. Many people have thought and have given suggestions through the last four years concerning parts of this bulletin. Special thanks are due:

Miss Clotilde C. Drechsler, Supervisor, Office of Language Arts, for her leadership in organizing the committees to plan, write, evaluate, and revise the Guide

The Corrective Reading Study Committee for initially suggesting changes to be made in the corrective reading program and for studying the preliminary report during the last year

The special reading committees that met during the last three years, studied parts of the program, and made the reports that form the basis of the Guide

The corrective reading teachers, principals, and vice-principals who used the preliminary report in their schools during the past year and made suggestions for improvement

The Office of English Language Arts, the Office of Elementary Education, and the Office of Curriculum Development, all of whom studied the preliminary report and made valuable suggestions

The committees on a county level who have met to explore various aspects of the reading program and have contributed ideas to portions of this Guide

Mr. Edward DeVille, Specialist in Graphic Arts, who designed the cover

Mrs. Louise Miller, whose secretarial skills have helped produce the Guide speedily and accurately.

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ORGANIZATION

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ORGANIZATION

Basic premises which should determine the structure of a reading program

1. The field of reading is undergoing many changes.
2. The demands of society and technological developments have a great effect on the teaching of reading.
3. Reading is a learning process. Reading skills can be taught more effectively in the content area rather than in isolation.
4. While there are other means of getting ideas than by reading, many content areas are still reading oriented.
5. Reading instruction is a necessary part of the curriculum for all pupils regardless of their reading level or ability level and it is a shared responsibility of all teachers.
6. There is a definite progression of reading skills from the simple to the very complex.
7. Success in each content area requires a degree of proficiency in reading skills of special importance in that area.
8. Identification and prescriptive diagnosis should help serve as a basis for reading instruction.
9. Prevention of reading difficulties is more productive than attempts at remediation.
10. A reading teacher can reach many more pupils by working with classroom teachers than by working with small groups.
11. The aim of all specialized reading instruction is to permit the pupil to return and operate more successfully in the regular class as soon as possible.
12. All reading instruction must help to develop a love of reading.
13. Pupils are apt to improve their reading when they use material interesting to them and on their reading level.
14. Pupils must have help in reading material that is at their instructional level or above.
15. Pupils are different and have different methods of learning; therefore, teachers must be familiar with and use a variety of methods.
16. The pupil's physical and emotional characteristics will affect the amount and rate of learning in reading.

17. The total learning experience in the classroom affects the pupil's self-concept and helps to determine his success in reading.

The changing role of the reading teacher

During the past two years in Baltimore County, a number of committees have met and several of them have made recommendations concerning the role of the corrective reading teacher. In the light of these recommendations, the summer workshop group sees the following as the emerging role of the reading teacher in the school.

The reading teacher in the school serves not only as a teacher of reading skills to individual children but also serves as a resource person to the total school program.

The reading teacher, under the direction of the building principal, may assume some or all of the following functions:

1. Acting as a resource person to the faculty on questions and topics related to reading
2. Serving as a resource person to parents on questions and topics related to reading
3. Helping the school keep abreast of new developments in the field of reading
4. Assisting the classroom teacher in the development of reading activities in the regular classroom
5. Assisting the classroom teacher with the placement of pupils in reading activities
6. Assisting the classroom teacher in the selection and use of reading materials
7. Working with large groups of pupils in cooperation with the classroom teacher to demonstrate teaching techniques concerned with certain reading skills
8. Working with small groups of pupils who need supplementary instruction
9. Working on a one-to-one basis or in very small groups with pupils who need specialized techniques and intensive help
10. Testing pupils for the following purposes:
    a. Checking on the pupil's placement in the developmental reading program

b. Diagnosing individual specific needs for small group instruction

c. Screening candidates who need remedial placement

d. Testing referrals from team conferences

e. Assisting the classroom teacher in screening pupils to determine reading level and reading needs

f. Evaluating pupils as to their progress in small group or individual instruction

11. Assisting the classroom teacher and guidance and administrative personnel in the interpretation of reading test results

12. Keeping records for the following purposes:

a. Appraising the individual pupil's reading growth

b. Recording the type and scope of activities carried on by the reading teacher for the year

In the elementary school, the reading teacher works closely with the principal, vice-principal, and guidance counselor in carrying out the aforementioned jobs. In the secondary school, the reading teacher should work with all departments through their department chairman with the guidance and approval of the principal.

Central office personnel particularly assigned to reading should coordinate the activities of the reading teachers in the various schools. Principals and reading teachers should use the resources of this group in interpreting and implementing the statement of the role of the reading teacher in the school.

The Skills Section of the present bulletin, together with an added section on remedial techniques, should still serve as a guide on skills and activities to use with pupils.

Implementation of the change in the role of the reading teacher

Conditions necessary for the complete implementation of the change in role are:

1. A full-time qualified reading teacher in each elementary school. (There would be no separation of corrective and remedial teachers on a building level.)

2. A sufficient staff on the central level to coordinate the program in developmental, corrective, and remedial reading and to serve as a resource to principals and reading teachers.

3. Sufficient materials on varied subjects and levels. (Resource centers in each area of the county would be most useful.)

4. An awareness on the part of the total faculty as to the role of reading in all subject matter areas. (A reading consultant should be an adjunct to each curriculum writing team.)

5. Sufficient inservice programs for training the reading teachers in their new role. (The courses should be taught by qualified personnel. Particular needs would be on the consultative role and on remedial techniques.)

6. An inservice program for the maintenance of the reading teacher in the new role. (At least one area meeting per quarter is necessary for maintenance of the program.)

7. An awareness on the part of the building principal and other personnel of the ramifications which will be the result of the new role.

8. Adequate space in the school for the exclusive use of the reading teacher in carrying out the program. (The room should provide for the following: small group instruction; learning and interest centers, including audio-visual aids; testing and conference areas; storage of materials, including teaching materials and records.)

9. Adequate testing materials available to all schools for evaluating the program.

10. Additional guidelines regarding testing, record keeping, and the duties of the reading teacher, particularly extra-duties not related to reading instruction.

Some of these conditions require action on the part of central administrative and budgetary personnel as the program is gradually phased in. Some involve changes that can be made by the local principal.

In some schools principals and reading teachers may be ready for this emerging role. Therefore, flexibility must be allowed in the structure of the reading program to permit individual schools to initiate selected changes.

Transitional guide for the reading teacher

While moving gradually into the proposed role, the reading teacher will find the following suggestions helpful in organizing the phase of the program involving small group instruction.

I. Identification of pupils in need of instruction

A. Secure names of probable candidates. (See "Procedures for Entrance into Program")

B. Have referral sheets from teachers approved by the principal (elementary). In the junior high, referrals may be submitted directly to the reading teacher by any member of the staff.

II. Testing and diagnosis

A. Set up schedule for individual and/or group tests.

1. In the junior high all screening and testing usually precedes the setting up of groups and the beginning of instruction.

2. In the elementary the recommended procedure is to begin instruction as soon as a group is formulated on the basis of test results.

3. The reading teacher should attempt to expedite testing in order that an undue proportion of time is not consumed. It is not necessary to give the full diagnostic battery to every child.

B. Determine type of test to be administered.

1. Consider <u>reason</u> for referral

2. Look at previous training or work

3. Consider pupil's grade level

4. See list of tests in "Procedures for Entrance into Program"

C. Interpret test results to determine areas of reading difficulty.

D. Examine previous reading records.

III. Grouping of pupils for instruction

A. Group pupils according to specific needs.

1. Word recognition

2. Comprehension

3. Oral reading

4. Location and study skills

5. Other

B. Establish class size.

1. Six to eight pupils per group in the elementary school

2. Eight to ten pupils per group in the secondary school

IV. Scheduling of pupils for instruction

A. Have conferences and cooperative planning of corrective reading teacher with all or some of the following:

1. Principal and vice-principal

2. Classroom teacher

3. Department chairman

4. Special area teachers involved

B. Schedule reading periods

1. In the elementary school, periods of 20-40 minutes, depending upon age and needs of pupils, with total instructional time of two hours in each school.

See suggested sample schedule below.

Suggested Schedule
Elementary Teacher with Two Schools

School A

9:00 - 9:20	Group I
9:20 - 9:40	Group II
9:45 - 10:15	Group III
10:20 - 11:00	Group IV
11:10 - 11:30	Group V

Time from 11:30 - 1:00 will be used for lunch -30 minutes
travel
testing, conferences
planning - in
either school

School B

1:00 - 1:20	Group I
1:20 - 1:40	Group II
1:50 - 2:30	Group III
2:40 - 3:20	Group IV

2. In the secondary school about two-thirds of teacher's time spent in pupil instruction. Remaining time:

   a. Parent conferences

   b. Conferences with teachers

   c. Individual testing

   d. Teacher education

   e. Planning

   f. Record keeping

   g. Department meetings

   h. Other activities

C. Modify the schedule from time to time for the following reasons:

   1. Cancellation of class by the classroom teacher for special class activity

   2. Grade wide testing

   3. Special school activities

   4. Providing group testing at end of semester in junior high where corrective reading runs on a semester basis

   5. Providing time for testing at the end of the year for evaluation. (About one to two weeks total time scattered through the last month of school is recommended.)

   6. Providing time in the elementary school for conferences between the classroom teacher and the corrective reading teacher. (About ½ day each month is recommended.)

V. Instruction of pupils

A. Orient the pupils.

   1. Notification to parents. (See "Procedures for Entrance to Program" for appropriate form.)

   2. Conference with pupils where applicable.

B. Instruct in skills.

   See - "Skills to be Developed in the Corrective Reading Program."

C. Provide for individual differences within the group wherever possible.

VI. Appraisal of pupils' progress

A. Confer periodically with classroom teacher on progress in classroom and correlation between programs.

B. Keep records of materials used and skills taught to groups and individuals. See "Records and Reports."

C. Test for diagnosing needs and evaluating progress.

D. Dismiss pupils from program. See "Dismissal and Follow-up."

E. Enter new pupils into program where need arises and room occurs.

F. Follow up pupils.

1. Continuous informal follow-up for period of several months

2. Corrective reading teacher and classroom teacher conference within one month of pupil's entrance into the developmental program

PROCEDURES FOR ENTRANCE INTO PROGRAM

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PROCEDURES FOR ENTRANCE INTO PROGRAM

Suggestions to the classroom teacher for identification of reading difficulties

Early in the year the classroom teacher may detect a pupil's difficulties through observation of his daily performance.

I. Observable behavior patterns which may indicate reading difficulty

- A. Excessive head movements, finger pointing, holding book too closely, losing place, omitting words, or habitual reversals (Some of these may also indicate visual difficulties or be associated with children at the beginning stages of learning decoding.)
- B. Difficulty in reproducing sound and following oral directions (These may also indicate auditory deficiencies.)
- C. General dislike for reading and reading subjects
- D. Inability to grasp the concepts of reading selections despite a superior speaking vocabulary
- E. Much greater achievement in non-reading than in language subjects
- F. Lack of effective independent study habits

II. Observable behavior patterns which may indicate word recognition difficulties

- A. Inability to proceed without constant assistance in pronunciation
- B. Distortion of pronunciation of vowels or consonants
- C. Substitution of one word for another or omission of words
- D. Reversing order of words and letters
- E. Poor knowledge of sound-letter relationships (This is seen best in spelling.)
- F. Lack of knowledge of word attack skills
- G. Failure to apply known word attack skills
- H. Oral reading with poor phrasing and much repetition

III. Observable behavior patterns which may indicate comprehension difficulties

- A. Lip movement and finger pointing when reading easy material
- B. Inability to recall ideas when questioned or to make practical applications of material read

C. Failure to follow written directions even though words involved are known

D. Failure to see relationships between ideas given in reading material

E. Difficulty in more subtle areas of comprehension such as obtaining main ideas, inferences, sequences, or evaluations

Before considering referral for corrective reading the teacher may administer some informal tests.

I. A vocabulary sampling from the new words in the back of the book - A pupil should be able to recognize about 75% of the words at sight at his instructional level.

II. Oral reading of a passage from the book - The pupil should recognize 95% of the words.

III. A silent reading test of comprehension - Have the pupil read a passage silently and answer questions on the material. There should be samples of factual, vocabulary, and inference questions. The pupil should answer correctly 75% of the comprehension questions.

Studying the results of standardized tests to learn whether the level of performance is commensurate with the pupil's capacity should be done to substantiate earlier findings.

I. Some tests measuring performance are:

A. Lee-Clark Reading Readiness Tests

B. Iowa Tests of Basic Skills

C. Sequential Tests of Educational Progress (STEP)

D. Gates-MacGinitie Reading Test

E. Basal Reader Achievement Tests

F. Diagnostic Reading Tests

II. Some tests measuring mental capacity are:

A. Primary Mental Abilities Test (PMA) - Grade 1

B. California Test of Mental Maturity (CTMM) - Grade 2, Grade 4

C. Individual Tests such as Revised Stanford Binet, WISC and Peabody Picture Vocabulary

D. School and College Ability (SCAT)

Students who seem to show behavior patterns and/or test scores that may indicate reading difficulty should be referred for corrective reading.

Referral procedures for corrective reading in elementary schools

I. Secure names of probable candidates.

A. Lists submitted by teachers at the end of year

B. Referral sheets from teachers to be approved by the principal

C. Names from guidance counselors from review of standardized tests

D. Names from vice-principal or principal from their tests of new entrants

E. Names from principal or vice-principal when grouping classes for instruction for the year

II. Have a referral sheet (see sample enclosed) filled out by the classroom teacher on each candidate and submitted to the principal for approval.

Referral procedures for corrective reading in junior high schools

I. Secure names of probable candidates.

A. Guidance office

B. Referrals from classroom teachers

C. Referrals from administration

D. Screening test given to entire classes

E. P. I. P. scores

F. Referrals from elementary schools

G. Pupil cumulative record cards

II. Names are submitted directly to the corrective reading teacher.

Corrective Reading Referral

_____ Elementary School

Name _____ Grade/Section _____ Date of Birth_____
Last First

Teacher _____ Date _____ Referred by _____

Test Results (Give latest test in each category.)

Mental Ability

Test _____ Date _____ Total I. Q. _____

Standardized Reading Test

Test _____ Date _____ Balto. Co. % _____

Check if any of these are available:

___ Individual M. A. ___ Confidential Folder ___ Record of Previous Reading Help

Class Work

Reading Level in Class ____ Text _____ Performance _____

Observation of Needs (Check and make any comments)

____ Sight Vocabulary _____

____ Word Attack _____

____ Comprehension _____

____ Study Skills _____

____ Oral Interpretation _____

Behavior and Work Habit Observation

_____
Principal's Approval

Testing by corrective reading teacher

Testing serves two purposes:

1. Selection of the candidates to be admitted to the program
2. Diagnosis of individual needs to serve as a basis for grouping and instruction

The corrective reading teacher studies the pupil's record and all other data to help determine what testing to do.

Some teachers (particularly in secondary schools) will make use of standardized tests. Some specific tests are:

1. Gates MacGinitie
2. Diagnostic Reading Test
3. Iota Word Tests
4. Gray Oral Reading

Some specific informal testing that may be done by the corrective reading teacher are:

1. Word recognition test
2. Individual reading inventory
3. Word opposite test * (Botel)
4. Check of letter names and sounds
5. Spelling inventory *
6. Phonics survey * (Botel)
7. Verbal opposites test (Detroit)
8. Wepman Auditory Discrimination

(* - may be given to a group)

Criteria for a pupil's instructional level on an informal reading inventory are:

The highest level at which the pupil

1. Recognizes 95 out of 100 running words, i.e., needs help with no more than 1 out of 20 running words
2. Understands most of the ideas of a reading selection when he is reading silently and/or reading orally (usually thought of as answering correctly 75% of questions asked on the material)

The data collected through testing should be recorded on the form "Reading Evaluation Summary Sheet" (see sample following). This sheet will be kept in the pupil's corrective reading folder. The data recorded will be made available on request to the reading diagnostician, guidance counselor, and team conference.

In the elementary school, the corrective reading teacher shall discuss the results of the testing with the principal, the classroom teacher, and other appropriate personnel. Where ever possible, if the pupil is not to be admitted at this time to the corrective reading program, specific recommendations concerning adjustment of the developmental program to meet the pupil's specific needs should be given. In the junior high school, information about testing shall be made available to appropriate classroom teachers or any other interested personnel.

Reading Evaluation Summary Sheet _____ School

Name _____ Grade/Section _____ Date of Birth ___

Report to _____ Examiner _____ Date _____

Standardized Test Results (give date, test, results)_____

Word Recognition Test Used _____

Level	Flash	Untimed	Word Attack - x indicates needs help	
			beginning consonants	vowel patterns
			ending consonants	other vowel sounds
			blends	syllabication
			digraphs	
			inflected endings	
			short vowels	

Individual Reading Inventory Test used _____

Level	Word Rec.	Oral Comp.	Silent Comp.	Aver.	Observation - x needs help		
					asks aid	repetition	details
					omissions	phrasing	inferences
					insertions	smoothness	word meaning
					substitutions	expression	
					mispronunc.	place	
					inversions	finger-pntg.	
						speed	

Word Opposite Level	Score	Spelling Inventory Level	Score	Letter Names	Verbal Opposites _____ MA Wepman Auditory _____

Other Tests

_____

_____

_____

_____

Additional Data

_____

Summary

Levels Word Rec. Independent ___ Instructional ___ Frustration ___

Comp. Independent ___ Instructional ___ Frustration ___ Capacity ___

Main Needs _____

_____

Recommendations _____

_____

_____

_____

_____

Reading Teacher

Deciding on placement

The pupils to be selected for admission to the corrective reading program are those pupils reading below grade level who can profit most as determined by the corrective reading teacher, classroom teacher, guidance counselor, principal, department chairman, or vice-principal.

Pupils who are enrolled in basic education or special education classes (including remedial reading classes) should not be taken into corrective reading classes. In the junior high school, the reading teacher may work with special education and basic education teachers upon the request of the principal.

As a result of testing, the corrective reading teacher may think that a pupil would be more appropriately placed in the remedial reading program contingent upon further testing. These pupils should be referred to the team conference. While they are waiting for testing by the reading diagnostic services, the corrective reading teacher, the classroom teacher, and other local school personnel shall continue to meet their needs in any manner practicable.

When a pupil has been accepted for the remedial reading program and is on the waiting list, he will usually not be in corrective reading. However, if it is the feeling of the corrective reading teacher and the principal that this pupil will be compatible with an existing corrective reading group, he can be tried in corrective reading. It must be understood that the expectation of success for remedial pupils in a corrective program will necessarily be less than that of non-remedial pupils.

When a pupil is dismissed from remedial reading, he may still need some supportive help in reading. Depending upon the needs of the pupil and the nature of the corrective reading program in the school, the pupil may or may not be admitted to a corrective reading class. If corrective reading is to be recommended at the dismissal conference from remedial reading, this should be cleared with the home school corrective reading teacher and principal prior to the recommendation.

It is recommended that pupils who are pursuing a classroom program where the basic philosophy of word attack used is so different that the pupil would become confused when exposed to the corrective reading program (examples would be linguistic readers, as the Merrill program, or programmed reading as the Sullivan program) should not be taken into corrective reading.

In the elementary school particular consideration should be given to pupils in grades two and three. In some instances testing should be made available to first grade pupils during the latter part of the first year. Some of these pupils are in need of another year to get general maturity and should not be admitted to the corrective reading program. If in the cooperative judgment of the principal, classroom teacher, and corrective reading teacher the pupil is in need of specialized help, he can be admitted to the corrective reading program.

In junior high schools, at the present time, primary consideration should be given to seventh graders.

Effort should be made through contact between the school nurse and the parent to have vision and hearing problems corrected where possible before a pupil's entrance into the program.

Notification and orientation

The corrective teacher shall notify each parent of the pupil's admittance into the corrective program, using a form letter approved by the principal. (See samples following.)

The corrective teacher shall orient the pupil to his entrance into the program. Such orientation should include, commensurate with the pupil's maturity, an analysis of his difficulties and a brief statement of procedures to be used for correction.

_____ School

_____ 19 __

To Parents of _____:

Your child was in the corrective reading program last year. In the judgment of the corrective reading teacher _____ should continue in corrective reading instruction for at least part of this year.

When _____ has progressed to the point where _____ can work more adequately in the classroom, _____ will be dismissed from corrective reading. Your child's success in this program will depend upon _____ attitude, interest and effort.

If you should have any questions regarding the corrective reading program, please call me at the school.

Sincerely yours,

_____
Corrective Reading Teacher

Approved:

_____
Principal

(Some schools may wish to provide a section for parents to sign and return to the school to verify receipt of the letter.)

_____ School

_____ 19 ___

To Parents of _____:

We would like you to know that _____ has been given the opportunity to participate in our corrective reading program. This placement was made on the recommendation of the classroom teacher and careful screening by the corrective reading teacher to discover the sort of help needed.

In the corrective reading program your child will meet with a small group of children each day and receive help on the particular skills _____ needs to strengthen. Your child's success in this program will depend on _____ attitude, interest and effort.

If you should have any questions regarding the corrective reading program, please call me at school.

Sincerely yours,

_____
Corrective Reading Teacher

Approved

_____
Principal

(Each school will adapt the second paragraph to conform to time schedule and policies of the school. Some schools may wish to provide a section for parents to sign and return to the school to verify receipt of the letter.)

SKILLS TO BE DEVELOPED IN CORRECTIVE READING

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SKILLS TO BE DEVELOPED IN CORRECTIVE READING

The purpose of this outline is to list the basic reading skills which should be of concern to the reading teacher. It is not intended that all of these skills be initiated or reviewed in small group instruction. Some attempt has been made within each section to list the skills in order of difficulty and to give accompanying activities.

Diagnosis before instruction will have revealed specific weaknesses on the part of the pupil. While giving instruction in the areas of greatest need, the corrective reading teacher will also provide a parallel program in all major skill areas. It is to help the corrective teacher see the whole broad field of reading skills that this outline has been constructed.

It is the point of view of the committee that even more important than teaching specific reading skills are such aims as improving a pupil's self concept, fostering an understanding of the relationship between experiences and printed symbols, and developing a good attitude toward reading. The primary emphasis in all reading instruction, whether in word attack, comprehension, study skills, or oral reading, should be to obtain meaning from the printed page. Only as a pupil is helped to apply skills he learns in reading for personal enrichment and enjoyment will he be able to function adequately in the classroom and experience the personal satisfactions he should get from reading.

Symptoms indicating ability to profit from reading instruction

The basic promise of reading instruction is that most pupils <u>can learn</u> to read. It is the responsibility of corrective reading teachers to teach reading to those pupils who have experienced failure or limited success in the regular classroom situation. Even more than other teachers, the corrective reading teacher needs to be sensitive to individual and personal needs of pupils. With some, the teacher begins by assessing their maturation or readiness for reading. If the pupil lacks the attributes and attitudes essential to learning to read without excessive difficulty, the teacher and the school must then provide the kind of help and support needed. The outline which follows may be used as a checklist to evaluate the pupil's readiness to read.

I. General health

   A. Is free from physical defects

   B. Is free from emotional or neurological defects

II. Speech development

   A. Is articulating accurately

   B. Is enunciating clearly

   C. Is pronouncing words acceptably

III. Social and emotional development

A. Security

1. Is achieving freedom from tensions and fears

2. Is developing a good self-concept

3. Is overcoming shyness or aggressiveness

B. Stability

1. Is growing in ability to control temper

2. Is growing in ability to control desires

C. Independence

1. Is growing in ability to share

2. Is achieving success within limits of his own ability

3. Is developing self-reliance

4. Is developing a sense of responsibility

D. Attitudes

1. Is developing awareness of the worth and rights of other individuals

2. Is practicing courtesy and taking turns willingly

3. Is growing in ability to listen and to contribute

E. Behavior

1. Is adjusting to the group

2. Is growing in ability to attend to learning tasks

Suggestions for improvement of self-concept and attitude

Frequently, a pupil experiences limited success in reading because of his own poor self-concept. In such cases, the understanding teacher assumes additional responsibilities. The first responsibility is to do everything possible to build in the pupil a sense of personal worth. The second is to gear the instruction to the level which will insure success on a regular basis in the corrective reading class. The third is to avoid incidents which might damage the pupil's ego such as comments on dialectal differences or on substandard usages.

An additional suggestion for the improvement of a pupil's self-concept is found in the technique of bibliotherapy.

Resources:

Spache, George D. Good Reading for Poor Readers. Champaign, Illinois: Garrard Publishing Company. 1966 (See particularly Chapter III for explanation of bibliotherapy and references.)

Crosby, Muriel (ed.). Reading Ladders for Human Behavior. Washington, D. C.: American Council on Education. 4th edition. 1963

The reading teacher must through all instruction foster a love of reading. Two important means of doing this are the provision of interesting reading material on each pupil's independent reading level and the setting aside of time for free recreational reading and for the sharing of books. Pupils should be encouraged to do independent reading and to share books without the pressure of any formal oral or written report.

Written work

The teaching of composition, handwriting, and spelling is primarily the function of the classroom teacher. There will of course be some written work in corrective reading, but emphasis on it should probably be minimal.

There are of course places where some of the things taught in reading (particularly phonic and structural clues) have implications in the spelling and writing program. Writing skills will, therefore, be treated incidentally as they come up in the work in reading, but should not be taught as an organized program.

Pupils whose primary problem is written work, including severe problems in handwriting or spelling, can be referred through the principal for special testing as possibly needing techniques used in Special Education.

Outline of skills

The outline of skills to be developed in the corrective reading program is presented in two columns. The first column gives the skills to be developed. The second column will for some skills give suggestions for developing the skill. The facing page is to be used for teachers' notes of activities, source material, and suggestions for implementation.

I. Skills essential to reading readiness

Skill	Suggested Activities
A. Developing muscular coordination	Resources:
1. Controlling large muscles	Witsen. Perceptual Training Activities Handbook.
2. Controlling small muscles	Herr. Learning Activities for Reading.
3. Moving eyes from right to left	Hall. Rescue.
	Braley et al. Daily Sensorimotor Training Activities.
B. Developing adequate oral language skills	
1. Speaking in meaningful units	1. Retelling stories heard
2. Using accurate speech patterns	2. Relating personal experiences
	3. Telling events in sequence
3. Grasping the meaning of a story told or read	4. Telling original stories
4. Telling stories	5. Telling stories from pictures
5. Understanding, describing, and interpreting pictures	6. Acting out plays
	7. Working with puppets
	Resource:
	Peabody Language Development Kit.
C. Developing auditory perception and recall	
1. Listening attentively	1. Associating words heard with images
2. Recognizing rhyming words	2. Recalling words associated with a "topic" or a "subject"
3. Following a series of directions	3. Recalling letter sounds, words, and sentences heard
4. Recognizing likenesses and differences in words at beginnings, endings and middle	4. Listening to and retelling stories
	5. Putting pictures of objects together that begin with the same sound
	6. Listening to words and telling whether they begin with the same sound

Skill	Suggested Activities
	Resource: Russell. Listening Aids through the Grades.
D. Developing visual perception and recall	
1. Perceiving visual stimuli	1. Recognizing likenesses and differences in objects, pictures, letters and words 2. Noticing details in pictures, letters and words 3. Perceiving and copying shapes, lines, and letter forms Resource: "Visual Discrimination" - Part I, Part II (Continental Press)
2. Recalling things seen	1. Naming from memory objects in a large group 2. Naming from memory an entire group of objects 3. Naming from memory objects in sequence 4. Remembering and recalling sequences of pictures, letters and words 5. Perceiving, recalling and reproducing from memory shapes, lines, letters, forms, and words Resource: "Visual Motor Skills" Part I, Part II (Continental Press)

Materials and aids on readiness skills

Behrmann, Polly and Millman, Joan. Excel: Experiences for Children in Learning. Cambridge, Massachusetts: Educators Publishing Service, Inc. 1968

Braley, William; Konicki, Geraldine; and Leedy, Catherine. Daily Sensorimotor Training Activities. Freeport, New York: Educational Activities, Inc. 1968

Hall, Nancy A. Rescue: A Handbook of Remedial Techniques for the Classroom Teacher. Stevensville, Michigan: Educational Services. 1969

Herr, Selma E. Learning Activities for Reading. Dubuque, Iowa: William C. Brown Company. 1969

Peabody Language Development Kits. Circle Pines, Minnesota: American Guidance Service.

Russell, David H. and Elizabeth F. Listening Aids through the Grades. New York: Teachers College Press. 1969

Visual Discrimination. Parts 1 and 2, (sets of dittos). Elizabethtown, Pennsylvania: Continental Press.

Visual Motor Skills Parts I and II (sets of dittos). Elizabethtown, Pennsylvania: Continental Press.

Wagner, Guy; Hosier, Max; and Blackman, Mildred. Listening Games: Building Listening Skills with Instructional Games. Darien, Connecticut: Teachers Publishing Company. 1969

Witsen, Betty Van. Perceptual Training Activities Handbook. New York: Teachers College Press. 1969

II. Word recognition skills

Skill	Suggested Activities
A. Developing sight vocabulary - sources for words Dolch - 95 Common Nouns Dolch - 220 Basic Sight Words Dale - 3,000 Most Familiar Words Botel - 1,185 Most Common Words Thorndike - The Teacher's Word Book of 30,000 Words Experience Stories Basal Readers	1. Use chart stories first. a. Properly motivate in order to bring out pupil's own words so they can see their words being put into printed symbols. b. Emphasize in drills the words which coincide with those used in the books the pupil will read first.. c. Use clear enunciation and pronunciation of words when a story, phrase, or sentence is read. d. Show the same word in many different contexts - different experience stories using the same words. Resource: Baltimore County Public Schools. The Language Experience Approach to Beginning Instruction.

Skill

Suggested Activities

2. Label objects and pictures in the room.

3. Introduce new words in the preparation step before reading a story.

   a. Present word in conversation with the same meaning association and in the same part of speech as used in the story.

   b. Present a new word in the midst of known familiar words.

   c. Show the written form of the word.

   d. Present a new meaning association for an old familiar word as if the word were new.

4. Have each pupil keep an alphabetical file of his own basic sight words. Encourage him to make up stories and captions using them.

5. List sight words on flash cards. Different color cards may be used to indicate different grade levels.

   a. Determine who can recognize the most consecutive number of words. Stop at the first error and go to the next pupil. Keep daily or weekly totals.

   b. Use commercial toy "Time Bomb." Activiate bomb and require each exposed word to be recognized before proceeding to next word. Record number of words recognized before bomb "explodes." The highest total wins.

   c. Adapt "Word Bingo" to the words on the flash cards.

6. Use tachistoscopic devices - example--Educational Development Laboratories, Flash-x--to provide motivated drill.

7. Use games:

   Dolch, Group Word Teaching Game (Garrard)
   Parker, Word Games Reading Lab I (SRA)

Skill	Suggested Activities
	8. Continue to increase the pupil's oral vocabulary through oral discussions, worthwhile experiences, and observation of objects and pictures.
	9. Use work with context clues and configuration clues to help develop sight vocabulary.
B. Picture clues - levels of difficulty	
Enumeration - noting details or specifics in a picture (labeling)	1. Give pupils an opportunity to associate words with pictures. From a list pick out the words which go with a certain picture.
Description - seeing picture as a whole and explaining what it shows	2. Develop the meaning of a new word by showing a picture and having pupils explain what it shows.
Interpretation - making comparisons, drawing inferences, reaching conclusions, following directions	3. Present a word underneath a hidden picture. If they do not recognize the word, show the picture.
	4. Use picture clues to determine the pronunciation of strange words with known phonetic elements.
	5. Have pupils answer questions about directions involving picture interpretation.
	Resource: Boning. Following Directions. Barnell Loft, especially levels A, B, E, and F.
C. Context clues - levels of difficulty	
1. Word recognition of words in oral vocabulary - He jumped up on the _____ and rode away. (horse-house)	1. Words in oral vocabulary
	a. Present a short sentence containing well known words, except one new word. Example: "See Sally jump down." (down is a new word, unfamiliar in form) Talk about the story - "Where was Sally? What did she do? Which way did she jump?" Ask pupil to read the sentence again silently. Then have the sentence read orally.

Skill	Suggested Activities
	b. Give pupils many opportunities to read sentences in which one new word appears which can be understood by the meaning of the rest of the sentence.
	c. Provide partial sentences to be completed by a choice of phrases: A basket - could have nuts in it. could have water in it. could have eggs in it.
	d. Using an outdated text or own dittoed material, mark out at least one word per sentence. Have the pupil read orally supplying the missing words.
	e. Increase the difficulty of the exercise above by supplying the first letter of the missing word.
2. Meaning of new words not in oral vocabulary by	2. Words not in oral vocabulary
a. Definition "The reaper, <u>which cut the grain</u>." "Didactics, <u>the science of teaching</u>, is the concern of supervisors."	a. Provide opportunities for pupils to discover that an unknown word may be directly explained in the next sentence in the story: "The tortilla was hot with pepper. A tortilla is a Mexican pancake."
b. Experience "The mouse found some cheese to <u>nibble</u>." "The students were <u>admonished</u> against cheating on the exam."	b. Encourage pupils to anticipate word meaning from direct quatations: "May I play with Mary?" coaxed Betty.
c. Contrast "It is no longer <u>hot</u>, but <u>frigid</u>." "For several years I was a heavy smoker, but now I have learned to <u>eschew</u> cigarettes."	c. Provide a series of sentences illustrating the various ways one can determine meaning from the context of the sentence: (1) Definition (2) Experience (3) Contrast (4) Inference

Skill	Suggested Activities
d. Inference "Contact lenses, introduced in 1888, may some day make ordinary glasses <u>obsolete</u>." These clues are used along with other clues--phonetic, structural, and configuration.	d. Have pupils explain what part of the context helps in the determination of the meanings of particular words. e. Choose the word from a list to fit in a sentence or passage. References: <u>Boning. Using the Context</u>. Barnell Loft. <u>Reading Thinking Skills</u>. Continental Press.
D. Configuration clues - levels of difficulty	
1. Gross differences 2. Fine differences	1. Have pupils notice similarities and differences in words - placement of tall and short letters. 2. Have pupils box words. 3. Help pupils to use configuration clues in remembering words - long and short words, tall letters, letters below the line. 4. Help the pupils observe finer distinctions in word forms. Example: bump, jump; them, then; was, saw; quite, quiet. Show pupils one pair of familiar words. Indicate by pointing left to right the contour of the first word. Have the pupils say the word. Ask them to tell what the difference is - "Bump goes up at the first and down at the end. Jump goes down at the first and down at the end too." Do the same thing with each of the other parts. 5. List on the board words that may be confused but differ in shape - this, that; they, the; put, but. Cut out of tag board the appropriate shape and have the pupils match the correct shape and the word. 6. Cut words out of newspapers and have pupils match them with cards cut with the same shape.

Skill	Suggested Activities
	7. Write simple sentences on the board or on paper. Put only the shape of the words you desire to work with and supply the pupils with a list of these words. They may cut them out and paste them in the correct place or fill them in on the board.
	8. Help pupils to recognize likenesses and differences in compound words, hyphenated words, words with identical groups of letters - make, cake; the, mother, with; car, barn.
E. Phonic clues	
1. Consonants	1. Use mnemonic devices for sounds:
a. Initial and final single consonants	Key words - ate-/ā/
b. Consonant blends	Sentences - Odd Ed, add it up. short vowels
c. Consonant digraphs - ch, th, sh, wh, ph, ng	Pictures - boy-/oi/
d. Silent consonants - ~~g~~n, ~~k~~n, ~~w~~r, ~~p~~n, m~~b~~	Actual Objects - a hat-/ă/
e. Varying consonants c as /s/, g as /j/, s as /z/, ch as /k/ or /sh/	2. Use the tracing technique (VAKT) to teach sounds in more severe cases.
2. Vowels	3. Make devices such as word wheels, bingo games, dice and board games, and card games, for review and maintenance.
a. Checked or short vowel sounds	4. Use commercial games for review and maintenance.
b. Free or long vowel sounds	References:
c. Vowel digraphs ai-ay, ee, oa, ea, ie, ow, ei-ey oo, ew, au-aw	Heilman et al. Learning Games. (box - Lyons Carnahan)
d. Diphthongs - oi, oy, ou, ow	Dolch Games, (Garrard)
3. Vowel consonant combinations	Games listed in Spice
a. Effect of r on preceeding vowel	5. Apply and review phonic clues in reading stories.
	6. Meet individual needs for review with tapes or records. Example - Fernkopf, Forrest. The First Talking Alphabet.

Skill	Suggested Activities
b. Effect of l on a	7. Use the following texts, workbooks, or duplicating materials in this area:
4. Sound of vowel in unaccented syllable (schwa)	Meighen. Phonics We Use. Lyons Carnahan. Skill Pads. Readers' Digest. Boning. Working with Sounds. Barnell Loft. Phonics Workbooks. My Weekly Reader. Ryan. Phonics and Word Analysis Skills. Continental Press. Gray. Basic Reading Skills for Junior High School Use. Scott Foresman. Phonovisual Phonics Fun: Consonants, Vowels. Washington: Phonovisual Products Company. 1969
F. Structural clues	
1. Compound words	1. Teach through the use of known words. Test and apply through unknown words and nonsense words.
a. Solid compounds	
b. Hyphenated compounds	2. Have pupils indicate the number of syllables in an unfamiliar word or the third syllable of an unfamiliar word.
c. Contractions	
2. Syllabication	3. Have pupils find words that indicate certain patterns.
a. Meaning of syllable - a sound unit containing one vowel sound	4. Use the resources listed under phonics clues, activity 7 and Word Study Section of power-builders, Reading Laboratories (SRA)
b. Single vowel syllables	Kottmeyer. Conquests in Reading, Webster Kottmeyer. Dr. Spello. Webster. Kottmeyer. Goals in Spelling, filmstrip, Webster.
1) Open and closed syllables - cv̄, v̆c	
2) Final e as a marker (silent e) v-c-ø	
3) Final /cle syllable	
c. Patterns of syllabication	
(V represents vowel sound) (C represents consonant sound)	

Skill	Suggested Activities
V C / C V V / C V V C / V /C le	
3. Inflectional forms - variants of base word	
a. Recognition of verb forms - ed, ing, s, en	
b. Recognition of noun forms - s, es, 's, s'	
c. Recognition of adjective and adverb forms - er, est	
d. Generalization for adding endings	
1) Doubling final consonant	
2) Dropping final e	
3) Changing y to i	
4. Derivatives	
a. Prefixes	
b. Suffixes	
c. Roots	
5. Antonyms, synonyms, homonyms, and homographs	
G. Glossary or dictionary usage	
1. Location of entries	1. Use the dictionary itself, including the guide at the front to teach dictionary skills.
a. Alphabetical sequence	
b. Using guide words	2. Note that dictionaries vary in format, pronunciation keys, and other details.
c. Determining the root words to find entry words	3. Emphasize the use of the helps each dictionary gives.

Skill	Suggested Activities
d. Using dictionary symbols as clues: parentheses, brackets, parallel lines, digits, abbreviations, "see also"	4. Match a phonetic spelling with the regular spelling of a word, a picture, or a word meaning. Example: Gray - Basic Reading Skills for Junior High School Use and Basic Reading Skills for Senior High School Use. (Scott Foresman)
2. Pronunciation helps	5. Write a short story using phonetic spelling and have pupils read it.
a. Syllabication in dictionary	6. Match the use of a word in a sentence with the correct meaning from the dictionary.
b. Accent	
c. Phonetic respelling	
d. Diacritical marks	
e. Preferred pronunciation	
3. Finding meanings	
a. Multiple meanings	
b. Selecting appropriate meanings	

References on word recognition

A. Teachers

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B. Pupils

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Rice, Charles D. Phonics (series of transparencies and dittos). Washington, D. C.: Hayes School Publishing Company. 1968

Ryan, Isabella Bayne, et al. Phonics and Word Analysis Skills (2 sets of dittos each grade). Elizabethtown, Pennsylvania: Continental Press. 1966

Skill Pads (for 1, 2, 3 and advanced). Pleasantville, New York: Reader's Digest Service, Inc. 1968

III. Understanding what is read

Comprehension skills, in most cases, can be developed on any readability level and many can be developed with passages of different lengths. It is usually best to start with material of such low readability that there will be no word attack problems - and to progress from short passages to longer ones. Furthermore, many skills can be developed more successfully if they are taught first at the recognition level and later at the recall level.

Skill	Suggested Activities
A. Getting facts from a passage	
1. Setting a purpose for reading	a. Have pupils set up their own purpose for reading a passage. After reading, check to see if the purpose has been met.
	b. Have pupils read story silently for main idea. Rereading for details follows first reading.
	c. Set a purpose for rereading by asking pupils to find answers to questions calling for attention to specific details in the story.
2. Reading a passage for recognition or for recall	a. Have pupils note by underlining, numbering, or citing sentence or paragraph the part of story that answers a specific question. Resource: Boning. Locating the Answer. Barnell Loft.
	b. Develop specific recall about a story. Resource: Boning. Getting the Facts. Barnell Loft.

Skill	Suggested Activities
	c. Have pupils tell whether a fact is true, false, or is not mentioned in a passage. Resources: Stone. New Practice Reader. Webster. Guiler. Reading for Meaning. Lippincott.
B. Understanding the relationships among words in a sentence	
1. Picking out the key words in a sentence.	1. Have pupils find the word or phrase in a sentence that tells who or what was doing something.
2. Understanding the relationship between a head word and its modifiers	2. Have pupils find the word or phrase that tells you what was, is, or will be done by someone or something.
3. Understanding the relationship between a pronoun and its antecedents	3. Have pupils find a word or phrase in a sentence that tells who or what was, is, or will be having something done to it.
4. Recognizing how changes in word order can change the meaning of a sentence	4. Have pupils tell all the words or phrases in a sentence that modify a particular word.
5. Understanding the relationship between clauses of a complex sentence	5. Have pupils find a word or phrase which tells where, when, or how something is done.
	6. Have pupils choose the word or phrase that a particular pronoun stands for. Resources: Conyers. Pronoun Parade. Dexter Westbrook. Liddle. Reading for Concepts. Webster.
	7. Help pupils analyze pairs of sentences to show how changing word order can often change the meaning of a sentence.

Skill	Suggested Activities
	8. Help pupils rearrange scrambled sentences to make correct sentences.
	9. Help pupils analyze pairs of sentences to show how deletion or addition of a word can change meaning.
	10. Add other phrases or clauses to a short sentence.
	11. Have pupils select from a group the series of shorter sentences that means the same as a long involved sentence.
	12. Have pupils choose from a group of sentences the single sentence that combines the meaning of three short sentences.
	13. Have pupils read a sentence and then answer a question that requires understanding the sentence structure.
	14. Choose a headline that could have more than one meaning. Have the pupils tell possible meanings of the headline and then read the news story and choose the correct meaning.
C. Interpreting punctuation and typographical clues	1. Provide many opportunities for pupils to experience in stories and other media the purpose and use of punctuation marks.
	2. Punctuate sentences differently and have pupils read them orally for correct interpretation - "Mother," said Mary, "I am going out." Mother said, "Mary, I am going out."
	3. Have pupils read orally conversation in stories and plays with attention to the punctuation.
	4. Have pupils punctuate sentences according to various intonation patterns. Jack is here! Jack is here? Jack is here.

Skill	Suggested Activities
	5. Have pupils change statements to questions.
	6. Help pupils use such typographical clues as dashes, italics, bold face type in their oral reading and their answering of comprehension questions.
D. Understanding the structure of longer passages	
1. Identifying main ideas	
a. In a paragraph	(1) Have pupils select a title from the description of a picture.
	(2) Have pupils select titles for experience charts.
	(3) From a story select paragraphs which have a main idea. Ask the pupils to read orally the sentence from the paragraph which gives the main idea.
	(4) Have pupils read a list of ideas and select the most important; the least important.
	(5) Have pupils select from a list of main ideas the correct paragraph to which it refers.
	Resources:
	Guiler. Reading for Meaning. Lippincott.
	Boning. Locating the Answer. Barnell Loft.
b. In a literary selection	(1) Select a large picture with a main idea that is easy to identify. Help the pupils to enjoy the picture as you talk about the main happening in the picture.
	(2) Talk with the pupils about all of the illustrations in a story. Ask a pupil to select the one he thinks shows the most important happening in the story.

Skill	Suggested Activities
	(3) Choose a story with a title that suggests the main idea of the story. Discuss the title with the pupils. Ask the pupils to listen as you read the story and find out if the title gives a clue to the main idea of the story.
	(4) Have pupils select one title for a story from a number of different titles.
2. Recognizing the visual form of a paragragraph - indentation, block	a. Use the overhead projector to show an enlarged copy of a page in one of the pupil's books. Point out paragraph beginnings and how they are counted on a page.
	b. Have pupils tell the number of paragraphs on a page.
	c. Give pupils exercises involving location of paragraphs in a story - Find the first word of the third paragraph on p. 15.
3. Analyzing the sentence structure of a paragraph	a. Have pupils underline the topic sentence of a paragraph.
	b. Have pupils pick out from a list of sentences those that tell about the topic sentence of a paragraph.
	c. Give pupils a simple outline of the main ideas and a randomly arranged list of related ideas. Have them place the related ideas under the proper main topics.
4. Understanding the relationship among paragraphs in a passage	a. Have pupils summarize a story using only the main ideas of paragraphs.

Skill	Suggested Activities
	b. Gradually extend pupils' experiences with an outline - main ideas only; main ideas and sub-topics; main ideas, subtopics, and details. Reference: Skill Builders. Reader's Digest.
5. Recognizing guide terms and signals	Read and discuss with pupils the use of such terms as: furthermore - more reasons follow therefore - since this is true in addition - more information follows because - the reason is that first, second, third, finally- points listed in proof
6. Discriminating between relevant and irrelevant ideas	a. Have pupils cross out from a list of facts the ones that do not relate to a story. b. Have pupils cross out the irrelevant sentences in a paragraph composed by the teacher. c. Guide pupils in selecting and proving which of several statements would solve a certain problem. d. Have pupils decide if statements about a selection "agree," "disagree" or are "not included." Resources: Stone. New Practice Readers. Webster. Guiler. Reading for Meaning. Lippincott.
E. Interpreting passages	
1. Visualizing	a. Have pupils select from a group of pictures the one that best illustrates the story.

Skill	Suggested Activities
	b. Have pupils draw a sketch of an object, scene, or event in the story.
	c. Have pupils follow directions in a story to draw a map of places where events took place.
2. Perceiving similar concepts (synonyms) and contrastive concepts (antonyms) in isolation and in contextual settings	a. Develop this first through the use of objects or pictures - boy - girl big - little big - large boy - lad
	b. Have pupils select from a given list antonyms or synonyms for underlined words in sentences.
	c. Play games such as concentration to match synonyms and antonyms.
3. Understanding semantic variation of words	a. Help pupils elicit from its use in context various meanings of a word.- The boys did not play a <u>fair</u> game. I bought a toy at the <u>fair</u>.
	b. Have pupils match sentences using a word with the various meanings of the word.
	c. Have pupils choose from a list of sentences the one sentence that uses a word in the same meaning it has in a story.
	d. Have pupils choose from a list of words the correct one to fill a blank in a sentence. Resource: Boning. <u>Using the Context</u>. Barnell Loft.
	e. Have pupils tell the two or more possible meanings of a sentence containing a word with multiple meanings. Examples: The pigeons were roosting on the bank. The man took their picture.

Skill	Suggested Activities
4. Recognizing definite and indefinite language	a. Elicit from the pupils specific terms - exact size, amount, proportion, name - for general terms in a sentence. (1) The boy had some money. The boy had five cents. (2) Mary was a big girl. Mary was a teenager. (3) Mother bought some peanuts, oranges, and things to make cookies. Resource: Sheldon. "The Little Store." Our Town. Allyn Bacon. Mother bought peanuts, oranges, eggs, flour, and sugar to make cookies. b. Elicit from pupils general terms when specific terms are given. John had one hundred dollars. John had much money.
5. Interpreting non-literal language	a. Discuss with pupils the meanings of expressions such as: pretty as a picture, quick as lightning. b. Have pupils locate and discuss figures of speech in a story as: black as night, moved like the wind. c. Have pupils analyze figures of speech by expressing them in literal context-- The herd thundered across the prairie. (figurative) The herd ran so hard across the prairie that the hooves striking the ground made a rumbling noise. (literal)

Skill

Suggested Activities

d. Develop with the pupils in later stages the concept of simile and metaphor.

e. Have the pupils make word pictures by completing the expressions below. Tell them to write the name of a common animal, bird, or insect in each space. Encourage the pupils to be original.

cross as a _____
gentle as a _____
chattering like a _____
quick as a _____
slow as a _____

f. Write on the board sentences from a story that use figurative language. Underline the figurative language. Talk with the class about the meaning of each group of underlined words. Example:

"Then he zoomed, <u>like a rocket to the moon</u>."

"And out the door he flew, <u>light as a feather</u>."

g. List the idiomatic expressions of a character and ask the pupils to restate the idea. Example:

It looked as if the party <u>was shaping up</u> into a fine evening. (becoming or developing into a fine evening.)

h. Write a number of figurative expressions on the board that are exaggerations. Ask the pupils to read them and tell why they might be considered exaggerations. Have the pupils look through stories they are reading to find other figurative expressions. Give the pupils opportunities to share their findings.

IV. Using skills of logical thinking related to reading

Skill	Suggested Activities
A. Following directions	1. Ask pupils to carry out one-step oral directions. Follow this with oral directions of two steps. Then gradually increase the number of steps. 2. Have pupils read silently directions requiring specific actions and act them out. 3. Give pupils exercises that call for specific directions - Color the big ball blue; the small ball red. Resources: Reading Laboratories. SRA - particularly primary kits Boning. Following Directions. Barnell Loft.
B. Arranging facts in sequence (Give attention to various kinds of sequence - time, size, importance, alphabetical)	1. Elicit from pupils steps in a known experience - making candy, playing a game, how time is spent during certain hours of the day. 2. Have pupils draw pictures of events in a story. The number of pictures is dependent upon the story and the maturity of the children. 3. Have pupils arrange pictures showing an experience in correct order. 4. Have pupils number sentences in the order in which they occur in the story. Begin with two sentences at the lowest level and then gradually increase the number. 5. Have pupils list categories in various sequences - time, size, importance, alphabetical. 6. Have pupils rearrange a series of events using dates or time words - previously, finally - as guidelines.

Skill	Suggested Activities
	7. Have pupils rearrange paragraphs in a short story. Resource: Maney. Reading and Thinking Skills. Continental Press.
C. Classifying and indexing	
1. Classifying objects on varying levels of abstraction	a. Have pupils classify objects in families. b. Give pupils groups of words and have them place them in categories: cat, Spot, Tike, Cat - pets table, chair, bed, stove - furniture
2. Supplying things from a story that are examples of a certain topic	a. Have pupils list all the people mentioned in a story, all places mentioned, or things someone took on a trip. b. Ask the pupils questions about a story to develop concepts of desirable and undesirable character traits.
3. Perceiving levels of abstraction	a. Start with a rather specific cue word and have pupils describe it to develop levels of abstraction - simple abstraction - Spot, dog, pet, animal complex abstraction - sugar maple, tree, plant, organism b. Point out that in both cases progression is from familiar objects by specific names, to a general classification, to a more general category.

Skill	Suggested Activities
D. Making inferences and drawing conclusions	
1. Developing character interpretations in critical reading	Ask the pupils questions about stories that develop concepts of desirable and undesirable character traits. 1. Experience stories a. Pupils describe themselves b. Pupils describe people as good, bad, kind 2. Stories read or told by teacher a. Why was Dick good? He went to the store for his mother. b. Why was the little girl kind? She fed the lost puppy. 3. Stories read by pupils a. What qualities did the engineer in the story show? b. What qualities should an engineer possess?
2. Seeing casual relationships	a. Using short paragraphs describing an event that the pupils experienced, have the pupils complete statements which answer the question "why." b. Using statements engineered to show that someone was late because he overslept, have pupils answer the question - "Why was so and so late?" c. Have pupils read a story to answer the question of "why something happened." d. Have pupils list all the things that helped to cause a particular event to occur.

Skill	Suggested Activities
3. Anticipating outcomes	a. Read a story to the pupils but do not complete it. Have the pupils tell how they think the story will end. Have them justify their opinion. b. Read part of a story to the pupils. Show them some pictures. Have them identify the picture that tells how the story will end. c. Use material of the mystery type. Make up several endings and have pupils select the appropriate ending by using tips in the story as a guide. As further check pupils can underline the tips in the story.
4. Perceiving relationships between ideas	a. Read two stories to the pupils. Ask them to tell how the stories were alike. b. Have pupils read several short stories and select a title that would fit all the stories. Have them show by comparison that the ideas in the stories are similar. c. Have pupils select from a given list opposite or similar ideas or words to the ones given. d. Have pupils supply opposite or similar ideas to the ones given. e. Have pupils read to find out what happened when something occurred. f. Have pupils complete activities involving analogies. Resource: Maney. Reading and Thinking Skills. Continental Press.

Skill	Suggested Activities
5. Interpreting humor - ambiguities, jokes, puns	a. Have pupils analyze the reason for the humor - shifts in word meaning, absurdities, play on words. b. From a list of jokes where two people have different meanings for the same word or group of words underline the words which have two meanings.
6. Using inferences to draw a conclusion	a. Give the pupil a list of facts from the story along with an inference. Have him select the facts which support the inference. b. Give the pupil an inference and have him list the facts in the story that support it. c. Point out the facts and have the pupil make an inference. d. Using a picture of a winter scene, make an inference, "This picture was taken in January." Have the children explain how they could know this. e. Using a picture of a winter scene, ask the pupils to tell what month or months the picture was taken. Have them explain the reason for their answer. f. Have the pupils find some facts and make an inference. Help him determine accuracy by questioning whether or not the facts are: related to the conclusion typical plentiful enough to support the conclusion. g. Have pupils read a paragraph and select from several statements the one giving the correct conclusion. Resources: Boning. Drawing Conclusions. Barnell Loft.

Skill	Suggested Activities
	Maney. Reading Thinking Skills. Continental Press. Stone. New Practice Readers. Webster.
E. Generalizing	1. Have pupils read about mammals and discover that dogs, cattle, horses, and sheep feed their young by milk produced within the mother. a. Ask them to find out how still other mammals feed their young. b. When many cases have been verified lead pupils to the generalization that this is characteristic of all mammals. 2. Challenge the pupils to prove the validity of their own sweeping generalizations. 3. Help pupils to discover exceptions which force them to qualify their generalizations. For example, lead them to find out how snakes are born and when they are ready to say that snakes are hatched from eggs, bring out the fact that at least one (copperhead) is born fully developed. 4. Use some of the phonic generalizations to show the pupils that a. Most generalizations have exceptions. b. Some exceptions can be taken care of with a modification of the rule. c. Some generalizations are useful because, even though there are exceptions, they are true most of the time. d. Some generalizations that people have made in phonics have so many exceptions as to be useless.

Skill	Suggested Activities
F. Evaluating	
1. Distinguishing between fact and non-fact	a. Have pupils group pictures that represent real things and pictures that represent make-believe things- cow jumping over moon two girls jumping rope b. Discuss with the pupils the credibility of "tall tales" and "fairy tales." Contrast them with real life happenings as news stories. c. Work with pupils to identify stories that give the illusion of reality and contrast them with actual happenings. d. Have pupils separate statements based on happenings from statements used to add interest or statements giving opinions on the happenings.
2. Judging whether a given story fits a certain purpose	a. Have pupils select a purpose for reading a selection. After reading, evaluate whether the selection fits the purpose. b. Have pupils strike out a paragraph that is not relevant to the purpose of the selection. Resource: Maney. Reading Thinking Skills. Continental Press. c. Discuss the author's purpose in writing the story.
3. Analyzing propaganda	a. Discuss examples of different propaganda techniques - card stacking, glittering generalities, name-calling, testimonial, band wagon, plain folks. b. Have pupils analyze commercials or news articles for propaganda techniques.

Skill	Suggested Activities
4. Evaluating the validity of the printed word	a. Have pupils compare the same news story in two different publications. Analyze the differences in the light of facts known about the bias and purposes of each publication. b. Have pupils analyze material on the same topic published in different countries and note the differences. c. Have pupils check on the background of the author of an article to note his competency in the area. d. Have pupils analyze material in relation to publication date to note its currency and accuracy.

References on comprehension

A. Teachers

Herr, Selma E. Learning Activities for Reading. Dubuque, Iowa: William C. Brown Company. 1969

See Chapter 6 - Comprehension
9 - Reading for Details
12 - Drawing Conclusions
13 - Emotional Reactions
16 - Figurative Speech
24 - Main ideas
29 - Perceiving Relationships
31 - Predicting Outcomes

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B. Pupils - (References especially appropriate on elementary level or on secondary level are so labeled. References unlabeled have material suitable on both levels.

Boning, Richard. Drawing Conclusions (series). Rockville Center, New York: Barnell Loft. 1968

_____. Following Directions (series). Rockville Center, New York: Barnell Loft. 1967

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Guiler, W. S.; Coleman, John; and Jungeblut, Ann. Reading for Meaning (series). Philadelphia, Pennsylvania: J. B. Lippincott Company. 1962

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Liddle, William. Reading for Concepts (series). Lincolnwood, Illinois: McGraw Hill-Webster. 1970

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Poquet, Lelon, and Foster, Inez. Study Exercises for Developing Reading Skills (series). River Forest, Illinois: Laidlaw Brothers. 1965

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Reading for Understanding (kit). Chicago: Science Research Associates. 1969

Shafer, Robert E. et al. Success in Reading (series). Park Ridge, Illinois: Silver Burdett. 1967. Secondary

Skill Builders (series). Pleasantville, New York: Readers' Digest. 1958, 1966

Skill Builder Practice Pads (series). Pleasantville, New York: Readers' Digest. 1966. Elementary

Smith, Nila Banton. Be a Better Reader (series). Englewood Cliffs, New Jersey: Prentice Hall. 1968. Secondary

Stone, Clarence; Grover C.; Anderson, Donald. New Practice Readers (series). Lincolnwood, Illinois: McGraw Hill-Webster. 1962

Thomas, Mary E. Developing Comprehension in Reading (series). Toronto, Canada: J. M. Dent and Sons. 1969. Elementary

References for teaching reading in the content subjects

Opportunity should be provided for pupils to practice reading skills in the content areas. Moreover, there are certain skills that are unique to a particular content area. The following books are useful resources for teaching and practicing reading skills in the content subjects.

A. Teachers

Robinson, H. Alan, and Rauch, Sidney (ed.). Corrective Reading in the High school Classroom. Newark, Delaware: International Reading Association. 1967

Robinson, H. Alan, and Thomas, Ellen (ed.). Fusing Reading Skills and Content. Newark, Delaware: International Reading Association. 1970

B. Pupils

Ervin, Jane. Reading Comprehension in Varied Subject Matter. Cambridge, Massachusetts: Educators Publishing Service. 1970

Gray, William. Basic Reading Skills for Junior High School Use. Chicago: Scott Foresman. 1957

_____. Basic Reading Skills for High School Use. Chicago: Scott Foresman. 1958

Poquet, Lelon, and Foster, Inez. Study Exercises for Developing Reading Skills. River Forest, Illinois: Laidlaw Brothers. 1965

Smith, Nila Banton. Be a Better Reader. Englewood Cliffs, New Jersey: Prentice Hall. 1968

V. Locating skills

Skill	Suggested Activities
A. Skills in differentiating the sources of information	In most cases the reading teacher's function in regard to these skills would be reinforcement and practice of skills which are introduced by the classroom teacher and/or the librarian.
1. Using textbook references for locating information in specific subject matter areas - science, geography, etc.	Opportunities for teaching and practicing many of these skills will be found as the pupils are using a variety of materials. The format of a particular book lends itself to the presentation and practice of a particular locating skill. The pupil should be helped to adapt himself to the
2. Using the dictionary for locating the spelling, pronunciation and meanings of words	

Skill

3. Using the thesaurus for finding synonyms and antonyms

4. Using the encyclopedia for locating a wider scope of information about a given subject

5. Using the resources of libraries - classroom, school - for locating supplementary books, periodicals and various audio-visual aids

6. Using the services of the librarian for direction and guidance in locating the right information and resource

B. Skills of locating information in a book

1. Using the parts of the book- table of contents, page index, appendices

2. Using chapter headings, sub-headings, key words, and bold fact print

C. Skills of locating information in the dictionary (see "Word recognition skills" part G.)

D. Skills of locating information in the encyclopedia

1. Becoming familiar with the particular encyclopedia format

2. Alphabetizing as far as necessary

3. Locating key words to decide under which entry the information has been listed

Suggested Activities

uniqueness of the book. (Example: Lewis. Reading, Speaking, Vocabulary, Pronunciation. (Amsco) lists vocabulary words at the beginning of a book; Reading Digest Skillbuilders duplicates the Table of Contents on the back.)

In teaching locating skills the steps are:

Explanation of skill by the teacher

Actual practice under teacher direction using the material

Application of the skill in a project type setting

There are isolated pages of practice materials in many commercial readers and workbooks which can be used at times to reinforce the skills that have been taught.

Skill	Suggested Activities
4. Using the guide words	
5. Extending the use of skills taught for good dictionary usage to the encyclopedia	
E. Skills of locating information in the library	
1. Learning where to find the various library resources - reference works, newspapers, magazines, filmstrips, picture files	
2. Using the card catalog and shelf captions	
3. Using the Readers' Guide	
4. Using the assistance of the librarians	
F. Skills of locating information in a newspaper	
1. Learning where to find the various kinds of news articles and features	
2. Learning to use headlines and subheads	
3. Learning how to locate the gist of a news article quickly	
VI. Study Skills	
A. Setting personal realistic goals	1. Discuss with pupils the meaning of short term goals and long term goals.
	2. Have pupils keep a weekly schedule of their use of time. (see page 38.)
	3. Discuss with pupils their schedules and the ways they may be improved.
	4. Plan for economic use of time in light of improved schedule.
	a. Short term goals evolve into long term goals.

Skill	Suggested Activities
	b. Self discipline is necessary to accomplish goals.
B. Locating relevant material	See Part V - Locating Skills.
C. Determining the meaning and pronunciation of new words	See Part II - Word Recognition Skills.

WEEK OF _____

STUDY SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

TIME SPENT STUDYING _____ _____ _____ _____ _____ _____ _____

Skill	Suggested Activities
D. Getting the author's meaning	1. Help the pupils use pictures, titles, bold face type, italics and "sign words" (examples: first, second, finally, most important) to identify main points. 2. Help pupils to note the relationship between paragraphs for continuity and deeper detail. Resources: Maney. Reading Thinking Skills. Continental Press. Gray. Basic Reading Skills for Junior High School Use. Scott Foresman.
E. Using notetaking, outlining, and summarizing	See following form applicable to directed reading and lectures.
F. Using mastery techniques for retention - the SQ3R method of study: 1. Surveying the passage to gain a general idea of the content and its organization 2. Formulating questions for purposeful reading 3. Reading actively to answer the questions and to understand the main ideas 4. Reciting the answer to one's self to test understanding and recall 5. Reviewing frequently to increase retention	Resources: Reading Laboratories. SRA. Listen and Read. Educational Development Laboratories. The SQ3R method is very useful in many content areas.

This form can be used to help pupils learn and use notetaking, outlining, and summarizing. Pupils may be asked to fill out one, two, or all parts of this form.

Outline	Notes	Summary
← 2" →		← 1½" →
I. Major Points Underline each major point in a different color.	Underline details in the same color as the major idea they support.	Sentence summary. - No more sentences than major ideas. - Less when major points are combined
II.		
III.		

VII. Oral interpretation skills

Oral reading merits special attention, principally because it includes the skills of silent reading plus the skills of oral interpretation. When a pupil has difficulty in the oral reading of a passage, the difficulty may not be a deficiency in skills of oral interpretation; the difficulty may well be lack of word attack or comprehension skills. If the pupil does understand the passage and can interpret it satisfactorily through oral reading, then both his pleasure in reading and his motivation for reading are greatly enhanced.

General suggestions for oral interpretation activities are:

1. The teacher should set a good example in oral reading and provide many opportunities for the pupil to hear good oral reading.

2. Wherever possible there should be a real purpose for the oral reading. The pupils should be aware of this purpose.

3. The teacher should vary the purposes for oral reading.

4. Material to be read orally should be chosen with care. It should be on the pupil's instructional or independent reading level.

5. Silent reading of a passage should in almost all cases precede oral reading of the passage.

6. In some cases dividing the class up into small groups or forming oral reading partnerships may give more pupils an opportunity to practice reading aloud.

7. The teacher should try to set up audience type situations for oral reading as much as practical - namely pupils reading material to other pupils who have not heard it before. Stories from the Torch Lighter or Pilot Library could be used.

8. The tape recorder is an excellent device to motivate oral reading improvement.

9. Choral reading can be used to motivate and practice good oral reading.

10. The giving of corrections and suggestions should take place at the end of the oral reading and not interrupt the reading.

Skill	Suggested Activities
A. Understanding the possibility of reading printed material with oral intonation patterns	1. Have pupils practice reading conversation to make it sound like speech. 2. Discuss the fact that on television many newscasters and announcers read from a script yet make it seem that they are talking directly. 3. Make tapes of the same passage in conversation and then in oral reading. Analyze the difference. 4. Have pupils read a story as a play with characters and a narrator.
B. Using final punctuation as a clue to the way a sentence should be read	1. Let pupils listen to a passage read by the teacher and then tell how many sentences they heard. 2. Help pupils change a statement to a question by variation of the intonation pattern. 3. Have pupils show by intonation how an exclamation varies from a statement.
C. Using a pleasant voice in oral reading	1. Listen to records of one's self and others doing oral reading. 2. Practice choral speaking - blending one's voice in with the group.
D. Improving enunciation in oral reading	1. Help pupils note endings such as ed and ing on words. 2. Use rhymes to illustrate correct enunciation - get rhymes with net, not with sit. 3. Have pupils practice reading rhymes emphasizing certain sounds.

Skill	Suggested Activities
E. Learning to read by phrases	1. Have pupils underline the two phrases that make up a sentence. (Avoid terminology unless pupils are familiar with it in the grammar program.) 2. Contrast good and poor phrasing in the reading of a sentence. 3. Expose for a very short duration phrases to be read orally. 4. In choral reading, have pupils decide on proper phrasing for the group to use. 5. Have pupils make a list of words which often begin new phrases. 6. Have pupils build up longer sentences from kernel sentences by adding phrases. 7. Have pupils listen to a good reader read a passage and mark the phrasing used. 8. Have pupils listen to the teacher read a sentence with good phrasing and say it back.
F. Using internal punctuation as a clue to the proper reading of a sentence	1. Help pupils observe how variation in juncture changes the meaning in: series, direct address, appostives, introductory clauses, and quatations. 2. Help pupils note the use and meaning of other devices: italics, heavy type.
G. Emphasizing the right word so that the correct interpretation of a sentence will be made	1. Have pupils read the same sentence to show different meanings. Note the word emphasized in each case. 2. Have pupils read the same sentence several times emphasizing a particular word each time. Decide on the meaning shown. 3. Have pupils select the main words in a sentence as those that are usually emphasized.

Skill	Suggested Activities
H. Varying pitch, tone, and rate to interpret the meaning of a passage	1. Have pupils read a single passage differently to indicate varying moods. 2. Help pupils determine the prevailing mood of a passage and select the oral reading technique to fit it. 3. Have pupils read a passage out loud in order to determine the prevailing mood. 4. Help pupils contrast variety in tone, pitch, and rate with monotony. 5. Have pupils say the same sentence in different ways to fit different contexts: "Just try it." - coaxingly, matter of fact, or warningly.
I. Preparing a passage beforehand for oral interpretation	1. Have pupils set up standards with the group for oral reading including the preparation required beforehand. 2. Have pupils tape a passage read first without preparation, then with preparation. Analyze the improvement. 3. Encourage the habit of listing words which give difficulty in a passage and checking on the pronunciation ahead of time.

VIII. Literature skills

Comprehension skills and motivation for reading can be expanded if the pupils have occasional experiences with literary selections. Unfortunately, there are few selections of literary value that corrective reading pupils can read for themselves. Consequently, it is suggested that the reading teacher provide, on a fairly regular basis, some pleasurable experiences with literature. These experiences may be: (1) the listening to and discussion of literary selections read by the teacher, (2) the viewing and discussion of filmstrips and movies based on stories and books of literary merit, and (3) the listening to and discussion of recordings of poems and stories.

Skills	Suggested Activities
A. Reacting to author's portrayal of character	1. Write on the chalkboard words or phrases that indicate the motivations for various characters in the story. Explain to the pupils that the words and phrases give the reasons why a character acted as he did in the story.

Skill

Suggested Activities

Have the pupils select the word or phrase that motivated a particular character.

2. Discuss what finally happened to a character in a story. Ask the pupils to talk about the actions of a particular character that led to what finally happened to him in the story.

3. Select a story that makes it possible for the pupils to respond to the experiences of its characters. Help the pupils to relive the experiences of the characters through dramatization, illustration, creative writing, or song.

4. Select characters in stories that can be compared and contrasted. Help the pupils to identify parts of the stories that will help them to compare and contrast characters.

5. Write on the chalkboard emotional reactions concerning characters in a story: friendly, selfish, kind. Have the pupils select those which they think describe a character. Discuss reasons why the selection is or is not reasonable.

6. Select a story in which the emotional reactions of the characters are evident. List on the chalkboard words from the story that show the emotion of the characters: boastful, cowardly, etc. As you read the story orally, use your voice to stress the emotional reactions called for in the story. Ask the pupils to react to the effectiveness of your interpretation. Give the pupils an opportunity to give their interpretation.

7. Encourage the pupils to impersonate characters from a story which the class has read together. Have the audience guess the character. Help the pupils focus attention on those bits of description in the author's writing which indicate emotion. Also give suggestions that will help in the portrayal of the emotion.

Skill	Suggested Activities
B. Identifying and responding to mood	1. Acquaint the pupils with feelings found in stories such as surprise, humor, or fantasy by reading a story or poem to them. Discuss these with the pupils. Encourage the pupils to find other stories and poems that possess such feelings as the above and read them independently. Arrange opportunities for the pupils to share their reading.
	2. Use the weather to help you decide the mood of a story or poem. Foggy days help set the mood for certain poems just as rainy days, snowy days, and sunny days do for others.
	3. Help the pupils "dance" a story. After reading and discussing "The Elf and the Dormouse" develop ideas about the kinds of steps various characters took in the story. Set up a large umbrella to be used as a toadstool and give many pupils opportunities to make up "elf" steps and "mouse" steps. Have the pupils select the interpretation they like best. Later on have the music teacher compose music to go with the steps. Different groups could dance the story with the music.
	4. Read "The Monkey and the Crocodile" by Laura E. Richards to show a variety of feelings. After each reading, talk about the kind of feeling portrayed.
	5. Select sound effects to enhance the feeling of a story or a poem. Use a music box as background for reading Dorothy Baruch's "The Merry-go-round." In other selections plans can be made for a pupil to add sound effects as the teacher reads. For example, a creaking door, a loud bang, and the sound of footsteps could be used in a mystery story.
	6. Select a purely imaginative poem such as "I Like Stars" by Margaret Wise Brown. Ask the pupils to pretend they are outdoors at night looking up at a sky filled with stars as you read "I Like Stars" to them. Have the pupils make an illustration about how they felt as you read the poem. Discuss the illustrations with the pupils.

Skill	Suggested Activities
	7. Read "Silver" or "Someone" by Walter de la Mare to build a picture of stillness and mystery. Discuss how the feelings were created.
	8. Discuss funny, frightening and happy situations in stories and poems. Have a child choose one kind of situation and pantomine his feelings. Ask the audience to identify the situation.
	9. Use the book, "Hailstones and Halibut Bones" by Mary O'Neill to help the pupils enjoy the sensory aspects of poetry. Explore the various dimensions of color, the ways different colors make you feel.
C. Visualizing images: people, places, things	1. Read a story or poem to the pupils and ask that an illustration be made of a person, place or thing. Other art media that could be used are puppets, murals, or a peep box.
	2. Write on the chalkboard groups of words that describe a character, a place, or a thing in the story. Ask the pupils to write the groups of words that describe a particular character, a place or a thing. As a pupil reads his list, have the other pupils close their eyes to form a picture. Have the listeners indicate if the description gave them a complete picture.
	3. Encourage the pupils to talk about their experiences on a windy day. Ask such questions as: Can you see the wind? How does the wind sound? How does the wind feel against your face?

Skill	Suggested Activities
D. Recognizing story problem or plot structure	1. Select a story in which a clue to the story problem or plot is evident near the beginning of the story. Ask the pupils to find the story problem as they listen to you read the story to the point where there is a clue to the problem. Discuss the story problem with the pupils. Have the pupils complete the reading of the story independently. Follow the reading with a discussion of the story problem : the introduction, the development, the climax and the conclusion. 2. List on the chalkboard a set of questions to guide the pupils' listening or reading of an adventure story. What problem must the main character solve? How did the character solve the problem? How did the story end? 3. Ask the pupils to keep the questions in mind as they listen to or read the story. Finally discuss possible answers to the guide questions. 4. Select a story in which the sequence of events are clearly identified. After the pupils have read or listened to the story, guide their thinking with an activity such as the following: Have the pupils use the beginning lines and page numbers listed on the chalkboard to locate the events which they will read or write. a. To show where the action begins b. To show where certain characters discover the problem c. To show where the same characters knew the answer to the problem d. To show where the reader knows the answer to the problem

Skill	Suggested Activities
E. Forming personal opinions about stories	1. Have some pupils list all phrases and words from a story or poem that help them understand the most important character. Have other pupils write in their own words their feelings about the same character. Arrange a time for the two groups to discuss the character and work out a detailed description. 2. Encourage the pupils to impersonate a character from a story. Help the pupils focus attention on those bits of description in the author's writing which makes the character courageous, witty, notorious. . . . .Arrange round table discussions to give pupils an opportunity to evaluate the impersonation. 3. Arrange for several group of pupils to dramatize the different endings of the same story, the endings of several different mystery stories, or the endings of several stories by the same author. Lead the pupils in a discussion to make judgments about the story endings. 4. Encourage free discussion of pupil's personal opinion as to the merits of the story as it affects him. 5. Provide group experience where pupils discuss books that they like and why.
F. Recognizing differences between prose and poetry	Select a prose story and a poem that can be used to point out: 1. Poetry has stanzas instead of paragraphs. 2. Many poems have rhyming words. 3. Poetry uses rhythm to create certain effects. 4. Repetition is common in poetry.

Skill	Suggested Activities
G. Recognizing rhythm and rhyme in poetry	1. Read the jingle, "Bell-Horses" to the pupils several times, emphasizing the rhythm and have the pupils finger-tap or clap softly marking all the beats. 2. Read "Trains" by James S. Tippett, "Choosing Shoes" by Frida Wolfe, and "Windy Nights" by Robert Louis Stevenson and encourage spontaneous movement to the different rhythms. 3. Read poems such as "Mice" by Rose Fyleman and help the pupils to sense the rhythm. The pupils should be given plenty of opportunity to talk about the poem spontaneously and make suggestions for the interpretation of rhythm in the poem. 4. Read a poem in which the poet has emphasized rhyming words. Ask the pupils to listen to the poem and be ready to talk about the words that sound alike at the end. Write the pairs of rhyming words on the chalkboard as they are presented and talk about them. Help the pupils appreciate and enjoy the effects that rhyming creates.

IX. Reading rate

Readers who qualify for corrective reading instruction, particularly on the elementary school level, have reading deficiencies that are more basic than the increase in reading speed. At the secondary level, there may be some pupils who will need some help in reading rate.

Highly skilled readers vary their rate of reading in accordance with their purposes and the type and difficulty of the material. Some readers have good word attack and comprehension skills but read everything at a slow fixed rate. They may need some help in breaking the pattern of word by word reading and in adjusting rate to purpose and material.

The increasing volume of printed material makes it mandatory for a pupil to increase his reading speed and his ability to discriminate between parts of a selection that require slow careful reading and parts that may be omitted or skimmed. (See SQ3R in Study Skills Part VI.) In all cases improvement in the rate of reading a passage without accompanying comprehension is useless.

DISMISSAL AND FOLLOW-UP

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DISMISSAL AND FOLLOW-UP

Criteria for dismissal

1. The purpose of corrective reading instruction should be to improve the pupil's skills so he may as rapidly as possible move back into the developmental program.

2. Generally, a pupil will be dismissed from corrective reading when he can function more effectively with his classroom group. The persons making this judgment in the elementary school are the corrective reading teacher, classroom teacher, and principal or vice-principal. In the secondary school the judgment shall be made by the corrective reading teacher, English and/or social studies teacher, counselor, department chairman, and vice-principal. It is not meant here that a formal conference be held concerning every pupil to be dismissed from corrective reading. All that is meant is that any of the persons mentioned may initiate the consideration of dismissal and that all should be kept informed about the action contemplated. Only in special cases where disagreement cannot be resolved by informal contacts would a special conference be necessary.

3. Pupils who are uncooperative and after a reasonable trial show by their attitude that they do not wish to benefit from the program may after consultation with the persons named in #2 above be dismissed from the program. Where ever possible, a conference should be held with the pupil's parents in an attempt to improve the situation before a pupil is dismissed for bad behavior.

4. The corrective reading teacher should note pupils who fail to make progress or seem to need more help than can be offered in the corrective reading program and after consideration of all available data may refer them to the team conference for consideration for remedial reading or other special education programs.

5. At the end of two year, if a pupil has not progressed to the point where he can function effectively in the classroom, a conference of those persons named in #2 above shall be held to consider his dismissal from corrective reading.

Procedures for dismissal

1. The corrective reading teacher should keep individual progress records for the use of himself, classroom teachers and administrative personnel in making the decision about dismissal from corrective reading.

2. The corrective reading teacher, at each marking period, shall review with the classroom teacher the progress of each pupil in the corrective program and the possibility of his dismissal.

3. A pupil may be dismissed at any time during the year, but probably most dismissals will occur at marking periods, particularly at the end of the year.

4. Upon dismissal during the year the parent shall be so informed by the corrective teacher by means of a letter approved by the principal. (See suggested sample.)

5. Upon dismissal at the close of the year (or at the end of the semester in junior high) a note made on the final report to the parent concerning the dismissal will be sufficient notification.

6. In the elementary school when a pupil is dismissed, he shall be properly oriented for his dismissal by means of an individual conference with the corrective reading teacher.

_____ School

_____ 19 ___

To Parents of _____:

_____ is being dismissed from the corrective reading program effective _____.

In discussions with the classroom teacher, we find that _____'s skills are strong enough to enable _____ to work in a classroom group without corrective help.

If in the future we feel that _____ needs further help, we will try to make a place for _____ in the corrective program.

Sincerely,

_____
Corrective Reading Teacher

Approved:

_____
Principal

Criteria for follow-up

1. Contact shall be maintained through informal discussion with the classroom teacher and the pupil for a period of several months following dismissal.

2. In the elementary school formal follow-up shall occur through regular channels. The corrective reading teacher and classroom teacher shall confer at the end of the next marking period following a pupil's entrance into the developmental program. (See suggested sample for recording follow-up data.) Time should be allowed for the corrective reading teacher to do any testing necessary in follow-up.

3. The records of the corrective reading teacher should be kept on file for a period of at least two years for use in follow-up procedures.

4. In order to maintain articulation between the different levels of the school system, a list of pupils who have received corrective instruction in the elementary grades together with folders and all pertinent data shall be sent to the junior high school corrective reading teacher. Information shall also be sent about pupils who have been tested while they were in the last two years of elementary school but were not admitted to corrective reading.

Record of Follow-up Conference
After Dismissal From
Corrective Reading Program

Name of Pupil _____ School _____ Grade____

Date of Dismissal _____ Date of Conference _____

Reading Teacher _____ Class Teachers _____

Reading in the Developmental Program.

Level _____ Book _____ Performance _____

(Evaluate the following using G - good, S - satisfactory, P - poor. Make appropriate comments.)

____ Sight Vocabulary _____

____ Word Attack Skills _____

____ Comprehension Skills _____

____ Skills of Logical Thinking _____

____ Study Skills _____

____ Oral Reading _____

____ Attitude to Reading _____

Suggestions for the future:

RECORDS AND REPORTS

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RECORDS AND REPORTS

Quarterly progress report

This report is to be filled out quarterly by the reading teacher for each pupil in the program. For each quarter only the information relative to that quarter will be filled out. In the elementary school, the form will be submitted to the principal. This record will be stored in a place to be conveniently available to the reading teacher, classroom teacher, and other interested administrative personnel.

Instructional level will be given for September, end of second quarter, and end of fourth quarter only. This may be determined by individual testing, group testing, or teacher observation of reading.

In the part "Progress in Skills Area" only the skills that were emphasized that quarter should be checked and only for these skills should a progress mark be given. Teachers may list other skills that were emphasized under "Others." There is space below for comment on special problems or achievements. All comments should be dated.

Report for cumulative record

At the end of the year or when a pupil transfers or is dismissed from corrective reading one copy of the "Progress Report" will be completed giving all pertinent information and placed in the pupil's cumulative record.

Corrective Reading
Progress Report

Name _____ Date of Birth _____

School _____ Grade/Section _____ Year _____

Entrance Date _____ Periods of Instruction per Week _____
Reading Level

September	2nd Quarter	4th Quarter
_____	_____	_____

Dismissal: Date _____ Reason _____

Progress in Skill Areas

Skills Emphasized Each Term Are Checked and Progress in Them Indicated

	1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
Word Recognition Recognizing words								
Attacking new words								
Comprehension Understanding what is read								
Using skills of logical thinking								
Location and Study Skills								
Oral Reading								
Others								

Effort _____ _____ _____ _____

Code for skills and effort: G - good; S - satisfactory; N - needs much improvement

Comments:

_____
Reading Teacher

Report to parents - elementary school

This report corresponds with the bottom part of "Progress Report" and would be filled out the same as that report. It would be sent out to the parents at the time the regular report is sent out.

On the pupil's regular report card, instead of a mark in reading the code CR (Corrective Reading) should be recorded.

Report to parents - junior high

The reading teacher should keep in communication with the English teacher to acquaint him with the pupil's progress in reading improvement. The reading teacher can assist the classroom teacher in assessing the reading level for marking the report card.

The English teacher and the reading teacher will confer and cooperatively determine the reading-literature grade. The reading teacher should emphasize the significance of the work being done in corrective reading and the need for the pupil to receive as much encouragement as possible. It is hoped that the mark on the report card will reflect the effort and progress the pupil is making in improving his reading skills.

Conferences

Parent conferences may be used at times in reporting pupil progress in corrective reading. In order to insure parental understanding of a pupil's total progress, it is recommended that parent conferences include the classroom teacher or a representative of the administrative staff. It is important for the reading teacher to make clear his comments to the parents are limited to the pupil's work in the corrective reading group. Any discussion of the pupil's total reading progress must involve the classroom teacher.

Samples of pupil's work

It is expected that a folder will be kept on each pupil who is helped in a corrective reading group or individually. The folder will contain, besides records of testing done, selected samples of exercises completed.

BALTIMORE COUNTY CORRECTIVE READING PROGRAM REPORT TO PARENTS

Name _____ School _____

Grade/Section _____

The corrective reading program aims to give additional help to those pupils whose reading achievement is not equal to their ability. In the program the pupil receives help in developing the reading skills he needs to be a good reader. The goal is to help the pupil function with greater success in the regular classroom.

This report tells only about a pupil's work in corrective reading class. It gives no indication of standing relative to grade norms.

Progress in Skill Areas

Skills Emphasized Each Term Are Checked and Progress in Them Indicated

	1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
Word Recognition Recognizing words								
Attacking new words								
Comprehension Understanding what is read								
Using skills of logical thinking								
Location and Study Skills								
Oral Reading								
Others								

Effort _____ _____ _____ _____

Code for skills and effort: G - good; S - satisfactory; N - needs much improvement

Comments:

_____
Corrective Reading Teacher

Parents:

Please sign and return.

Term 1 _____ 2. _____ 3. _____

Record of instruction - elementary school

In the elementary school the teacher will keep a plan book which will show for each group the skill to be presented or reviewed each lesson and the material to be used. The teacher is encouraged to place in the plan book notes on the progress of individuals or the group in attaining the skill.

The elementary teacher must keep a record to show which skills each individual pupil has been exposed to and which he has mastered. Two suggested forms for doing this are on the pages following. Teachers may use either of these forms or make up one of their own.

School _____ Year _____ Group _____

Skills Taught	STUDENTS										
Reading Readiness											
Muscular Coordination											
Oral Language											
Auditory Perc.-Recall											
Visual Perc.-Recall											
Word Recognition											
Sight Vocabulary											
Picture Clues											
Context Clues											
Configuration Clues											
Phonetic Analysis											
Single Consonants											
Consonant Blends											
Digraphs											
Silent Consonants											
Varying Consonants											
Short Vowel Sounds											
Long Vowel Sounds											
Vowel Digraphs											
Diphthongs											
Vowel-Consonant Comb.											
Schwa											
Structural Clues											
Compounds											
Meaning of a Syllable											
Single Vowel Syllables											
Syllabication Patterns											
Inflectional Forms											
Derivatives											
Antonyms, etc.											
Glossary - Dictionary											
Location											
Pronunciation											
Meaning											

See section on "Skills to be Developed in the Corrective Reading Program" (White Section) for explanation of chart.

Code: √ - presented

√ - mastered

School _____ Year _____ Group _____

Skills Taught	STUDENTS									
Understanding What is Read										
Getting Facts										
Understanding Sentences										
Interpreting Punctuation										
Structure-Longer Passages										
Interpreting Passages										
Skills of Logical Thinking										
Sequence										
Classifying-Indexing										
Inferences-Conclusions										
Generalizing										
Following Directions										
Evaluating										
Location Skills										
Differentiating Sources										
Books										
Encyclopedia										
Library										
Newspaper										
Study Skills										
Setting Personal Goals										
Notetaking										
Mastery Technique										
Oral Interpretation										
Reading as Talk										
Punctuation										
Voice										
Variation										
Phrasing										
Prior Preparation										
Literature										
Character Motivation										
Mood										
Visualizing										
Plot										
Forming Opinion										
Poetry										
Other										
_____										
_____										
_____										

See section on "Skills to be Developed in the Corrective Reading Program" (White Sect.) for explanation of chart.

Record of Diagnosis and Remediation

Name _____ Year _____

Date	Diagnosis of Need	Remediation Technique Tried	Result